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ABSTRACT

This report presents an evaluation of Cleveland's Kindergarten Enrichment Program, 1971-1972. The program was designed to provide continuation of the enriched learning experiences initiated in preschool, and to create environments conducive to learning for children without preschool experience. Target classes were chosen according to a poverty index. The program has the following components: teacher assistants in kindergarten classrooms, male college students serving as models, a program of instructional and supportive services, and parent involvement. Approximately 6,000 children in 208 classrooms were served during the 1971-72 year. As measured by the Stanford Early School Achievement Test and the Metropolitan Readiness Test, project participants evidenced significant growth in readiness skills. Staff interviews and other verbal reports indicated that traditional kindergarten classroom behavior patterns had been changed in positive ways. It is stressed that direct observation of teacher and child behavior is needed to make future evaluations. Program staff and training workshops are evaluated. (DP)

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KINDERGARTEN ENRICHMENT PROJECT

DISADVANTAGED PUPIL PROGRAM FUND

FUND NUMBER 97-15

1971-1972 EVALUATION

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THE 1971-1972 EVALUATION OF KINDERGARTEN ENRICHMENT PROJECT HAS BEEN DESIGNED TO ANSWER THE FOLLOWING QUESTIONS:

1. WERE THE PROCESS OBJECTIVES FULLY IMPLEMENTED?

2. WHAT WAS THE STAFF'S IMPRESSIONS?

3. WERE THE CHILDREN LEARNING?

KINDERGARTEN ENRICHMENT PROJECT

I. INTRODUCTION

The 1971-1972 Kindergarten Enrichment Project, operated under Disadvantaged Pupil Program Fund (DPPF), represents local efforts for the sixth consecutive year to extend the concept and the philosophy of the Title I-Child Development Project, through the provision of enriching and stimulating experiences beyond preschool.

A. Needs and Rationale

Gains from preschool experiences have been reported in the literature to be of short-term duration unless provisions are made for extending comparable enriched experiences beyond preschool. Furthermore, local studies have demonstrated that a kindergarten program containing the programmatic components of preschool programs was more effective than the traditional kindergarten program in raising the level of readiness skills of children with no preschool experiences. The goal of the Kindergarten Enrichment Project is to develop basic readiness skills at an optimal level which would insure successful school learning experiences. Its immediate objective is the provision of continuity of enriched learning experiences initiated at preschool, and the creation of an environment favorable to learning especially for children with no preschool experiences.

The Project has the following unique components: addition of a teacher assistant in each classroom, comprehensive program of instruction and supportive services, utilization of college male students to serve as models of male identification, and use of other paraprofes-

sionals to assist the teacher in the classroom. The Project continues to draw skills from two main resources -- the professional and the family -- which will make a meaningful contribution to the total development of the child. The Project draws heavily on the professional skills of persons in education, medical, dental, psychology, social, and speech therapy services. It recognizes the family as basic to the child's total development and the critical role of parents to participate in the educational experiences of their children at kindergarten.

The unique Project components, desirable and valuable in themselves, could not have been as effective, unless integrated into the instructional component of the program. In an effort to provide a fully integrated program of instruction and supportive services, the Kindergarten Enrichment Project continues to focus on its program of staff development, initiated during the 1970-1971 school year. A series of staff development sessions for teachers, supportive services, and auxiliary staff have been planned for the 1971-1972 school year to increase staff awareness of the ongoing learning processes of their pupils, and to provide them with additional skills for enhancing the learning potentials of the children, and to help the different staff members become more cognizant of the contribution of their respective roles to the total learning process.

The process objectives for the 1971-1972 Kindergarten Enrichment Project were as follows:

1. Regular in-service meetings and workshops will be scheduled for 12 sessions for teachers during the school year which would be directed at:

   - Acquainting and familiarizing teachers with different instructional strategies.

- Familiarizing teachers with effective methods of maximal parent involvement.

- Use of new instructional equipment.

- Effective use of supportive service personnel such as psychologists, social workers, medical-dental staff, and speech therapist.

- Effective use of testing data to diagnose strengths and weaknesses of children.

- Understanding of the physical, mental, social, and emotional development of the kindergarten child.

- Effective utilization of paraprofessional personnel.

2. Workshops for teacher assistants will be geared toward:

   - Developing skills as a reinforcing instructional agent to assist the teacher.

   - Developing skills in assisting with clerical and management responsibilities.

   - Acquainting assistants with ethics of the teaching profession.

3. The curriculum will be modified and will be geared at meeting both the general and individual needs of children through the use of differentiated instructional programs for children with and without preschool experiences, and use of small-group instruction whenever appropriate.

4. Classroom instruction will show evidence of creative use of paraprofessional personnel as determined by periodic classroom observations.

5. A teaching assistant will be assigned to each classroom to assist the teacher in management, clerical, and instructional activities.

6. College male students will be assigned per classroom to assist teachers in providing individualized instruction and to serve as male models for Project participants.

7. Parents' support and involvement in the school experiences of children will be encouraged and reinforced by the teacher-social worker team through such activities as periodic classroom visitations, classroom conferences, parent meetings, etc.

8. Health maintenance and nutritional needs of families of children will be strengthened through periodic meetings with supportive service personnel such as the social workers, community aides, nurses, dental hygienists, etc.

B. Historical Background

The Kindergarten Enrichment Project was initiaited in September 1966 under Title I funding with 62 participating Title I schools and was then known as Kindergarten Follow-Up Project.[1] Of these 62 schools, 20 were selected as "target" schools based on poverty index, achievement, and mobility index. The "target schools" (refer to list in A-1, Appendix A) received concentrated aid in the form of teacher assistants, supportive services, additional in-service training and instructional materials. The remaining 42 schools were also given some assistance, but it was limited to staff in-service training and provision of instructional supplies. During the 1967-1968 school year, Project operation was limited only to those 20 target schools as assistance to the other 42 schools was dropped.

At the beginning of the 1968-1969 school year, 11 additional schools were included in the Project operations (refer to list in Appendix A-2) bringing the total number of Kindergarten Enrichment schools to 31. Criteria utilized for selection of "target schools"

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[1] The Project designation of Kindergarten Follow-Up was changed to Kindergarten Enrichment in September 1968 to avoid confusion with HEW-Kindergarten Follow-Through Project.

were reduced from three variables (poverty index, achievement, and mobility index) to one variable (poverty index). In October of the same year, Project operation was transferred from Title I to Disadvantaged Pupil Program Fund (DPPF).

At the beginning of the 1969-1970 school year, Project operation was expanded to include 11 additional schools bringing the total of Kindergarten Enrichment schools to 42. Poverty index continued to be the sole criterion for selecting these additional schools (see Appendix A-3). In January-February 1970, 17 additional schools were included in the Project (see Appendix A-4) bringing the total Kindergarten Enrichment schools to 59. During the 1970-1971 school year, these 59 schools continued to operate under the Project. During the 1971-1972 school year, the 59 Kindergarten Enrichment schools were increased to 64 schools.

Findings from past evaluation reports of the Project are summarized below:

- Kindergarten Enrichment children showed significantly better reading and general school readiness skills than those who were not in the Project at the end of the year.
- Kindergarten Enrichment children with preschool experiences showed higher level of reading-general school readiness skills than comparable children with preschool experiences in non-Kindergarten Enrichment classes.
- Kindergarten Enrichment children with no preschool experiences showed higher gains in reading and general school readiness skills than children with no preschool experiences in non-Kindergarten Enrichment classes.

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- Kindergarten Enrichment participants showed higher level of readiness skills at the end of the year compared to initial level of functioning regardless of the reading program (Lippincott, Sullivan, and Houghton-Mifflin) they were participating in.

C. Summary of Operations

Approximately 6,000 children, attending 208 kindergarten classes from 64 Title I schools were served during the 1971-1972 school year. Average daily membership was estimated at 5,300 pupils. The total operational cost amounted to $939,232, representing an expenditure of $177 per participant. The estimated cost of $177 per participant represented an additional cost beyond that incurred from regular funds which was estimated at $344 per child.[1] The combined expenditures (DPPF and General Funds) incurred by a participant of the Kindergarten Enrichment Project amounted to $521.

[1] Based on the 1971-1972 report from educational expenditures per-pupil cost released by the Office of the Clerk-Treasurer. Per-pupil cost based on average daily membership of 5,500 pupils.

II. HIGHLIGHTS OF FINDINGS

A. Summary of Key Findings

The Kindergarten Enrichment Project appeared to have been effective in modifying traditional kindergarten classroom behavior patterns, based on staff survey responses, periodic on-site observations, and interviews with Project staff. Project participants evidenced significant growth in readiness skills, based on performance on standardized measures of readiness (Stanford Early School Achievement and Metropolitan Readiness Tests).

1. Evidence of change in traditional classroom procedures particularly in teacher's approach towards teaching was evident in one of the following key findings summarized from staff survey and interviews:

   - Participation in intensive staff development which focuses on 'learning centers' in the open classroom concept had resulted in an understanding of its philosophy and rationale, initial efforts at its implementation in the classroom, and a more child-centered approach in the classroom.

   - The change in the approach towards instruction has to some extent affected the general functioning of the supportive service staff. Changes were in the positive direction, as described by supportive service staff: Small groupings make it easier for the staff to observe children as they really are, so that observations are generally more valid. The flexibility of the total atmosphere lends for easier interaction not only among children, but between children and staff. Some confusion and the attendant feelings of insecurities to become less evident with increasing the understanding of the 'open classroom,' the 'learning centers,' and with increasing experiences in their implementation.

   - Implementation of individualized instruction was being continued and possibly strengthened with increasingly effective utilization of auxiliary help for small group instruction, individual tutoring, and structuring of classroom activities that would be responsive to children's learning needs.

- Sessions on Learning Centers and Music Workshops received very high ratings among teachers and teacher assistants in terms of their degree of helpfulness in the learning-teaching situations. These sessions have resulted in better planning and integration of learning centers, music, rhythm, and songs with the total instruction.

- Project teaching staff evidenced positive reactions towards the availability of teacher consultants and comprehensive supportive services (medical, dental, psychological, social work, speech therapy, parent involvement) and indicated successful integration of these services with the total classroom instruction.

- Coordination between Child Development and Kindergarten Enrichment teachers is continuing in selected schools which have both Projects operating. In schools without any Child Development classes, Kindergarten Enrichment teachers expressed some interest in knowing more about that program as well as some concerns about the overlapping responsibilities of teachers.

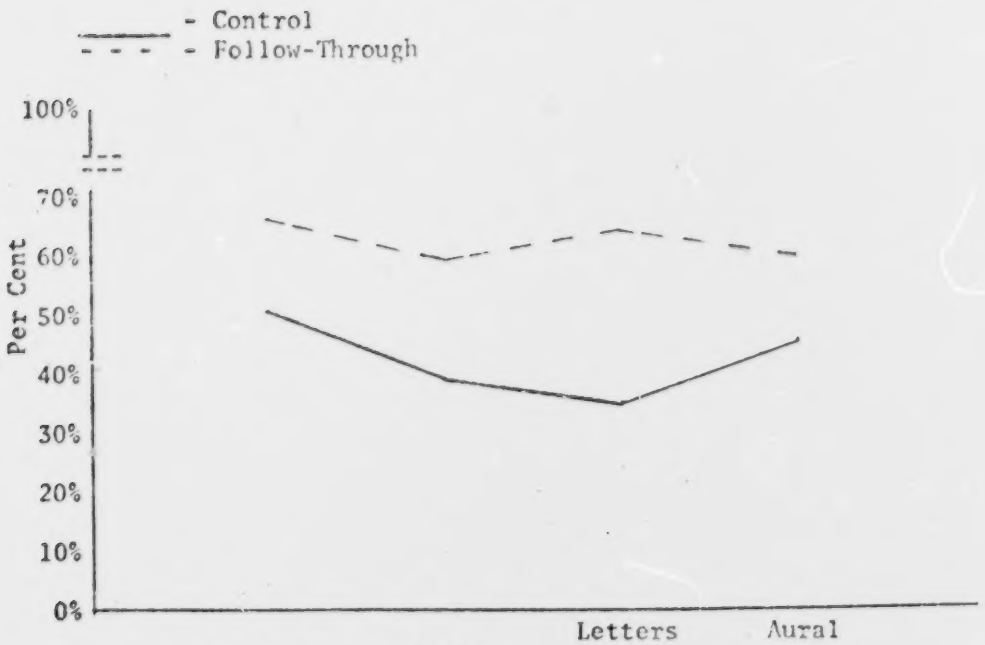
- Continuing implementation of 'team meetings,' which created opportunities for involved staff at each school to meet together for an hour monthly, was welcomed by Project staff. Although the majority commented it had been helpful, recommendations relative to its scheduling, its strengthening, have been made to make it more effective.

Opinions of Project staff indicated evidences of changes occurring in the classroom. The approach towards instruction has become more flexible and child-centered, suggestive of possible attitudinal changes of teachers and more willingness to try out newer strategies. These findings indicated that the 1971-1972 Kindergarten Enrichment Project has been effective in helping staff, especially teachers become more flexible, more accepting of newer ideas, etc.

2. Participants showed significantly higher level of readiness skills ($p < .01$) at the end of the year as compared to observed level at entry. Growth in readiness skills (Figure A) appeared to be most evident in recognition of letters and perception of beginning sounds (Letters and Sounds).

FIGURE A

MEAN PER CENT ACCURACY BY SUBTEST
IN OCTOBER 1971 AND MAY 1972



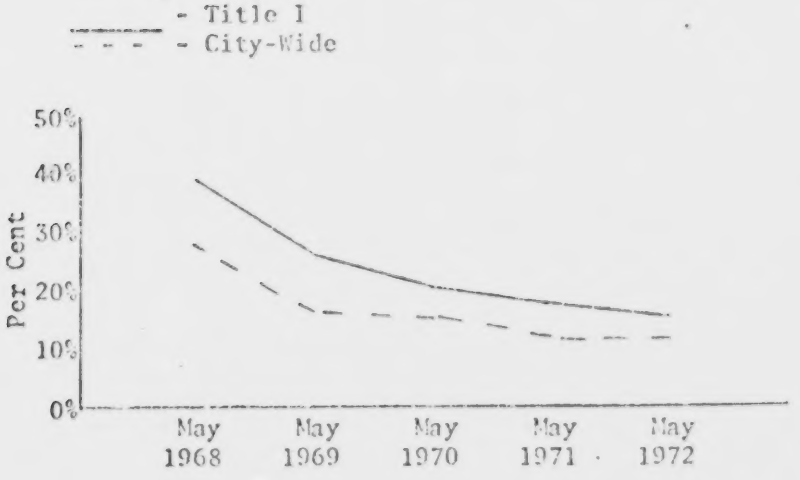
	Environment	Mathematics	Letters and Sounds	Aural Comprehension
October 1971	51%	39%	35%	45%
May 1972	67%	59%	64%	60%

3. Level of performance on the city-wide Metropolitan Readiness Tests showed gradual improvement over a five year period among Title I schools as an increasing number of schools was placed under the Kindergarten Enrichment Project.

   a. Decreasing differences in per cent distribution of D-E ratings (Low Normal to Low Readiness Status) were noted over a five year period between Title I and city-wide scores.

FIGURE 3

PER CENT DISTRIBUTION OF D-E RATINGS
OVER A FIVE YEAR PERIOD



	May 1968	May 1969	May 1970	May 1971	May 1972
Title I	39	26	21	18	15
City-Wide	28	17	15	13	12

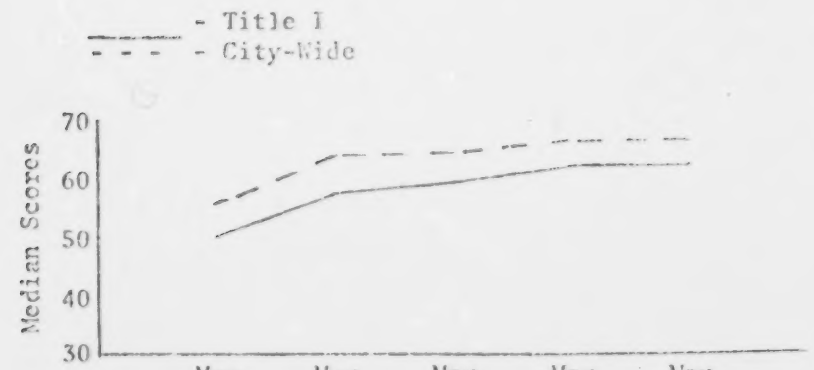
- In May 1968 when only a third of the 64 Title I schools were affiliated with the Project, approximately 39% reported Low Normal to Low Readiness Status. Five years later, with all Title I schools under Project operation, only 15% reported comparable ratings.

- Differences in distribution of D-E ratings between Title I and city-wide scores decreased over time, from 11% in May 1968 to 3% in May 1972.

b. Decreasing differences in median scores between Title I and city-wide median scores were noted over a five year period.

FIGURE C

MEDIAN SCORES OVER A FIVE-YEAR PERIOD



	May 1968	May 1969	May 1970	May 1971	May 1972
Title I	50.1	58.3	59.3	61.4	62.3
City-Wide	55.8	64.0	64.6	66.2	65.7

. Title I median scores showed an increase of 12.2 points as the median score of 50.1 in May 1968, increased to 62.3 in May 1972. Meanwhile, city-wide median scores increased by 9.9 points, from 55.8 in May 1968 to 65.7 in May 1972.

B. Implications and Recommendations

The 1971-1972 school year represented continuing efforts of the Kindergarten Enrichment Project, to look at what has been happening inside the classroom. The concern with classroom experiences, specifically as related to the instructional strategy, was initiated during the 1970-1971 school year and was continued during the 1971-1972 school year. Intensive in-service sessions were scheduled not only for the teaching staff, but also for the supportive service and the auxiliary staff (teacher assistants, volunteers, and tutors), and focused on instruction, effective utilization and integration of the different services with the total program.

Based on staff interview responses, it appeared that the 1971-1972 Project was generally successful in providing a fully integrated program of instruction and supportive services. Traditional classroom behavior patterns were modified. Staff responses suggested that they went beyond the stage of talking about new ideas, to actual implementation of such ideas. The following represented evidences of changes in the classroom:

- Initial implementation of learning centers.
- Continuing efforts at individualized instruction through effective utilization of auxiliary staff and integration of contributions of supportive service staff.
- Improving working relationships among the different professional involved, and general acceptance of one another.
- General concern with the child's learning experiences.

The major limitation of this report lies in its total reliance on staff's verbal reports relative to what is going on in the classroom. A systematic objective observation of real teacher's behavior along selected dimensions in the classroom would represent a major improvement on teachers' verbal reports. Such data, for example, would provide information not only about the teacher's behavior, but also that of the child. What is the child's reaction to learning centers? How about the child who could not function without structure? What are the ways in which skills of auxiliary staff could be utilized in an open classroom? Is one more effective than another? Is it feasible to provide instruction within the learning center concept for the whole kindergarten session? Or, is there an optimal period when learning centers could be utilized for its fullest potential? These represent only a sample of questions that a locally-devised objective systematic classroom observation could get at.

Evidences of growth in readiness skills were noted despite the initial implementation of new ideas in the classroom: Children were functioning at the 66th percentile at the end of the kindergarten year, as compared to the 23rd percentile level of performance at entry, on a standardized measure of readiness skills. Furthermore, a decline in per cent distribution of D-E ratings (Low Normal to Low Readiness Status) was noted over a five year period. Admittedly, the absence of a control group without Project experiences raises questions about whether growth in readiness skills would have occurred. The general impact of this Project could not be ignored, however, when one considers the decreasing differences in readiness skills between Title I and city-

wide scores on the Metropolitan Readiness Tests over a five year period. As an extension of Title I Child Development Project, the Project provides children without preschool experiences the benefits and the advantages that were available earlier to children with preschool experiences. The availability of supportive services and skills of the auxiliary staff to assist the kindergarten classroom teachers provides a smooth transition, and probably less traumatic experience for the child who never had school experiences. It also allows for an extension of the benefits associated with preschool experience, without abruptly terminating such positive experiences for the preschool child.

Based on presented findings, the following recommendations are offered:

1. The Kindergarten Enrichment Project should be continued.

2. Focus on staff development through in-service and workshop sessions for teachers, supportive service, and auxiliary staff should be continued.

3. Staff recommendations for strengthening Project operations which merit consideration included the following:

   - More opportunities to observe actual classrooms' implementation of 'learning centers,' and the 'open classroom' concept should be included in in-service sessions for teachers and teacher assistants.

   - In-service sessions for the different supportive service staff should be more oriented towards their 'unique' needs: These sessions should not only be adapted towards the different professions (services) represented by the supportive service component, but must include workshops oriented for those with no previous experience in this Project as well as workshops for the more experienced staff.

- Recommendations to lengthen periodic team meetings and to reschedule these meetings at a time which would make it possible for involved staff to attend may be considered within the realistic framework in which the teachers operate.

- Assignment of additional supportive service staff in psychology, dental hygiene, speech therapy, and supervisors should be considered.

III. PROJECT DESCRIPTION

The Kindergarten Enrichment Project was implemented in 208 class sessions located at 64 Title I schools. Approximately 6,000 children received Project services. Two of the 208 kindergarten classes operated also under HEW Follow-Through funding with services expanded to include a five-hour daily kindergarten session. Typical Kindergarten Enrichment class sessions consist of either a three-hour session in the morning or a two-hour session in the afternoon.

The usual programmatic components associated with the Project continued to be in operation, but the major focus during the 1971-1972 school year continued on staff development through in-service workshops. Teachers and teacher assistants were involved in city-wide pre-service orientation as early as August, and continued to participate in workshops during the 1971-1972 school year. Other Project components included:

- Addition of one or two teacher assistants per classroom depending on classroom enrollment.
- Use of college male students in the classroom.
- Addition of instructional supplies and equipment.
- Maximal parent participation.
- Comprehensive supportive services.
- Availability of teacher consultants to teachers.

A. Participant Characteristics

Participants evidenced the following characteristics:

- He is attending a school within the poverty-designated areas, with poverty indices ranging from 97% to 26%.[1]

- He has a mean chronological age of 6 years and three months towards the end of the school year.

- He is attending a school with a high pupil turnover during the school year, based on the mobility indices ranging from 120% to 38%.[2]

- His readiness status at entry is relatively low and estimated to be within the first quartile, based on performance on the Stanford Early School Achievement Test.

- His readiness status at the end of the school year reflected marked growth and was estimated to be within the second to third quartile, based on his performance on the Stanford Early School Achievement Test and the Metropolitan Readiness Tests.

- His attendance was estimated to be 161.20 days, representing 90% of the 180 school days.

B. Project Operations

The integration of the indicated programmatic components with regular kindergarten program has resulted in the following:

- Continuing efforts at providing individualized instruction through the use of small groups or individual tutoring whenever feasible.

- Initial attempts at implementation of 'learning centers' in the classroom.

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[1] Poverty index represents a gross measure of socio-economic patterns of children attending a particular school. It represents the ratio of the number of children from Public Assistance families for a given school to the total number of children from Public Assistance families.

[2] Mobility index represents a gross measure of how long children stay in a given school or the number of school transfers children make in a year. It represents the ratio of the number of entries, transfers, and withdrawals to the average daily membership for a given school.

- Instructional techniques that were responsive to differentiated needs of the child with and without preschool experiences particularly at the beginning of the school year.

- Higher adult-pupil ratio in the classroom as paraprofessional personnel (teacher assistant, tutor, parent, and volunteer) were actively involved in the teaching task under the teacher's direction.

- Classroom teaching becoming a team effort as the teacher, social worker, nurse, psychologist, dental personnel, parents work jointly in order that learning will be enhanced.

- Search for creative use of materials with availability of more instructional materials and equipment.

- Increase in teacher's effectiveness as an agent of instruction with greater understanding of dynamics of child behavior and areas of child development.

- Modification of teacher's teaching style towards the direction of being more child-centered.

Teachers' questionnaire responses (N=93) indicated their positive reactions to the evolving change in the classroom, as a result of the Kindergarten Enrichment Project. (Refer to summary of responses in Appendix B-1). The following key findings were noted:

- Continuing provision of differentiated type of instruction for children with and without preschool experience, through structuring of classroom activities that would be responsive to child's learning needs and creative utilization of auxiliary personnel.

- Continuing acceptance of the role of individualized instruction in the classroom through the implementation of the 'learning centers,' greater use of observational techniques, recognition of child's individual needs, and use of auxiliary personnel.

- Continuing acceptance of the role of parents as a critical variable in the learning experiences of children.

- Integration of instruction with supportive services and teacher's recognition of the contribution of supportive service personnel.

- Continuing recognition of the valuable contribution of services, auxiliary personnel -- teacher assistant, tutor, and volunteer -- to the learning experiences of children.

- Implementation of new knowledge and techniques acquired from in-service sessions to actual classroom teaching.

C. Staff Development

The focus of the Kindergarten Enrichment Project was staff development through workshops and half-day in-service sessions scheduled for September 1971 through June 1972. Comprehensive staff development programs for teachers, supportive service personnel (psychological-social work-parent involvement, medical-dental-nursing and auxiliary personnel services) were scheduled:

Workshops for Teachers and Teacher Assistants: A total of 23 workshops involving 73.5 hours were held during the school year. The following topics were discussed:

- Utilization of Auxiliary Staff.
- Room Arrangement.
- Learning Centers.
- Philosophy of Kindergarten Enrichment.
- Planning - Activity Cards.
- Working in Small Groups.
- How to Fit it All in.
- Special Clinic Project.
- Adventures in Rhythm (Dr. Ella Jenkins).
- Learning Centers (Drs. David and Joseph Gladstone, Toronto, Canada).

. Motor Perception.

. Program Evaluations: Suggested Strengths and Weaknesses.

The scheduled in-service program of Kindergarten Enrichment teaching staff (teachers and teacher assistants) follows below:

No.	Type of Workshop	Total Number of Hours	Profes-sional	Non-Profes-sional
3	Pre-Service	15	209	256
4	Workshops for School Principals, Assistant Principals, Administrative Interns	8	265	
5	Workshops for New Teachers	20	190	
1	Schools Involved in West Side Mental Health Clinic	2	20	3
1	Workshop for all Kindergarten Enrichment Teachers	2.5	95	
1	For Schools Entering Program Second Semester January 13, 1972	3	25	
1	City-Wide Workshop for Kindergarten Enrichment Teachers	3	110	
1	Workshop for Joint Staffs of Kindergarten Enrichment and E.S.L.	2.5	36	
2	Workshops for Educational Aides	5	16	122
1	City-Wide Workshop	3	103	100
1	Workshop for all Kindergarten Enrichment Teachers	2.5	102	
2	Evaluation Workshops - Total Kindergarten Enrichment Staff and Aides	6	140	170

Assessment of teachers' opinions about five in-service sessions indicated that the Music Workshop (Ella Jenkins) was rated to be the most helpful. Special workshops (Baker) conducted for new teachers also rated favorable reactions for the teachers. The workshops ranked in the order of their ratings from highest to lowest were as follows:

- Music Workshops.
- Special Workshops for New Teachers.
- Open Class Classroom.
- Learning with Vitality.
- Pre-Service.

Distribution of ratings for the five workshops on a four-point scale of helpfulness follows below:

	Extremely Helpful	Moderately Helpful	Helpful	Not Helpful	No Response
Pre-Service	10%	13%	33%	12%	32%
Learning with vitality (Dr. Kelly)	12%	16%	41%	16%	15%
Music workshop (Dr. Jenkins)	65%	20%	10%	5%	--
Open classroom (Dr. Gladstone)	22%	28%	25%	16%	9%
Learning centers	38%	29%	14%	2%	17%
Special workshop for teachers (Baker)[1]	43%	32%	21%	4%	--

Teachers' opinions reference compulsory attendance at Pre-Service sessions were less positive based on the indicated responses:

- Only 19% agreed with compulsory attendance.
- Thirty-three per cent noted that compulsory attendance should not be required because of vacation schedules and other domestic responsibilities.

- Fourteen per cent noted that attendance should be mandatory only for new teachers but optimal for the more experienced teachers.

Participation in in-service workshops was reported by teachers to have its largest impact on the following classroom behaviors:

- Understanding, planning, and integration of 'learning centers' into the regular classroom activities.
- Integration of songs and rhythms into the kindergarten curriculum.
- Deeper recognition of children's individual needs.

Teachers' opinions were varied relative to areas which should be included in future in-service workshops. The topics suggested included the following:

- Use of new materials.
- Effective utilization of learning centers.
- Effective ways of teaching science.
- Effective utilization of auxiliary help.
- Use of music, arts, dramatics, games for instructional purposes.
- Methods to work with slow-learners.
- Actual classroom demonstration.
- Teaching of readiness skills.

Assessment of teacher assistants relative to three in-service sessions indicated that the session on Learning Centers was considered to be the most helpful. Distribution of ratings follows:

	Extremely Helpful	Moderately Helpful	Helpful	Not Helpful
Pre-Service workshops	56%	26%	18%	--
Music workshops (Dr. Jenkins)	69%	14%	15%	2%
Learning centers (Watterson-Lake)	73%	20%	7%	--

Teacher assistants appeared to concur with teachers when they reported that participation in in-service sessions has its largest impact on the following teaching behaviors:

- Understanding of learning centers for individualizing instruction.
- Use of music for instructional purposes.

Topics suggested by teacher assistants for future in-service training included the following:

- Understanding of learning centers.
- Reasons for the "team approach."
- Working with parents.
- Discipline.
- Working with slow learners and children with learning disabilities.

Workshops for Male Tutors: A total of 17 workshops involving a total of 51 hours was held for 162 male tutors assigned to the Project. Approximately 11 Kindergarten Enrichment professional staff members participated in these workshops.

The following topics were discussed:

- Philosophy and Rationale of Early Childhood Education.

- Fundamentals of Child Growth and Development.
- Role of Male Tutor.
- 'Learning Center' in the Classroom.
- Use of Kindergarten Enrichment Materials and Equipment.

Workshops for Volunteers: A total of 14 workshops involving a total of approximately 35 hours was held for 205 volunteers in the Project. Approximately 14 Kindergarten Enrichment professional staff members participated and conducted these sessions.

The following topics were discussed:

- Use and Role of Volunteers.
- Philosophy and Rationale of Division of Early Childhood Education.
- Model Classroom.
- 'Learning Centers' in the Classroom.
- Wastebasket Workshop.

Workshops for Supportive Service Personnel: A total of 36 in-service sessions involving approximately 85 hours was utilized by the supportive service for their staff development. Scheduled staff in-service session is indicated on Chart 1. (Refer to in-service health services in a separate section on medical).

CHART I

KE SUPPORTIVE SERVICES 1971-1972

Type of Meeting	No.	Total Hours	Attendance (Unduplicated) Profes-sional	Non-Profes-sional	Topics
Pre-Service					
All Supportive Services	2	3.5	23	22	Goals and Objectives; Functioning in
Social and Psychological Services	1	2	17	12	Schools; Community Resources; Work
Dental	1	5	6	5	with Parents; Community Attitudes
Initial Orientation					
All Supportive Services	4	7	28	18	Goals and Philosophy; Classroom
Psychologists	1	2.5	12		Goals; Policies and Procedures;
Dental	1	5	6	5	Parent Involvement; Record Keeping;
Social Services	4	8	17	14	Staff Development
On-Going					
All Supportive Services	3	6	27	20	Team work efforts; Comprehensive
Psychologists	3	6	8		Care Clinic; Program Evaluation In-
Dental	8	24	6	5	formation; Role and use of services;
Social Services-or Parts Thereof	8	16	15	15	Child Study Procedures; Health ser-vices interpreted to teachers; Parent Involvement; Teachers-Staff Community Meetings-General Planning-Use of Commercial Resources and classroom equipment, etc.

D. Supportive Services

The Kindergarten Enrichment Project has not only provided comprehensive supportive services but has made efforts to integrate such services into the total learning process. The extensive staff development for all components of the supportive services suggests that the Kindergarten Enrichment Project is both instructional and social-welfare oriented.

A description of services provided by four out of six components of supportive services follows:[1]

Medical Services: In-service education for Kindergarten Enrichment medical aides was made available to regular school nurses who provided services to participants. Coordination of community health agencies as well as other health services within the school system was continued and resulted in prevention of duplication of services and more effective utilization of time and personnel.

Community health agencies including Hough - Norwood, McCafferty Health Center, the Metropolitan Hospital Streptococcal Detection Program, and the Health Department Immunization Team were involved by the Kindergarten Enrichment medical services component in the program of prevention. Regular school nurses were also utilized to assist this component in providing health education to children and their parents. Some of the topics presented included in this program were as follows:

- General health habits.
- Rest habits.
- Safety of self and others.
- Proper foods for growth.
- Care of the aged.
- Illness prevention and immunization.

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[1] Data on Social Work and Psychological Services not available.

The following medical services were rendered during the 1971-1972 school year:

- 2,014 children received general physical examination.
  - 928 children received complete physical examination.
  - 42 children with diagnosed defects (other than vision and hearing) were given medical assistance.
- 1,220 children received general visual examination.
  - 144 children were re-tested.
  - 48 children were diagnosed to have defective vision.
  - 28 children were provided with corrective glasses.
  - 278 children were referred to other hospital agencies.
- 96 health talks were given to children groups.
- 64 contacts were made with other community agencies.

In addition, parents' cooperation was enlisted through the following reported activities:

- 284 parents were present at the school physicals.
- 272 parent conferences were in the school.
- 30 parent conferences were in the home.
- 868 parent conferences were held over the phone.
- 72 parent meetings were organized.

Dental: During the 1971-1972 school year, the dental component provided the following services:

- Approximately 95% of the Kindergarten Enrichment participants received general dental screening and examination from regular staff dentists.

- Approximately 33 of the Kindergarten Enrichment participants were found to be in need of dental treatment and referrals were made to the school clinics. (A small number were referred to private dentists).

- Approximately 12 classes from four school buildings received dental education on the average of twice per month.

Speech and Language: Services in this component were provided to all Project participants by the regular speech therapists assigned to a given school. However, services requiring in-depth treatment and long-term evaluation were usually referred by the regular school therapist to the Kindergarten Enrichment speech therapist who worked with the Project three days a week. In addition, she participated in some sessions on kindergarten "Oral Communication Classes" conducted by the regular school speech therapists.

The following services were rendered by the Kindergarten Enrichment speech therapist:

- 33 children received in-depth treatment, evaluation, and diagnosis.

- 599 children were observed and recommendations were made.

- 132 conferences relative to children in therapy and those who were being evaluated were held with school and Project staff (78 with the school staff and 54 with the other supportive service staff).

- 31 meetings attended including six team meetings, and six parent-group meetings.

Parent Involvement: Parent participation in this Project occurred at two levels:

- At the grassroots level among parents of Project participants.

- At the upper echelon level among the elected membership of the Parents' Advisory Committee (PAC).

Approximately 3,150 parents of Kindergarten Enrichment children attended 357 parent-group meetings during the 1971-1972 school year. Parent-group meeting activities designed to enlist and maintain parent participation were as follows:

- Speakers and Discussion Groups: Federal Housing, Consumer Information, Safety Education, Drugs, Child Molesters, Sex Education, Child-Growth and Development, Rap Sessions.

- Workshops: Classroom learning aide and activities, crafts, homemaking ideas, beauty clinics, style shows.

- Special Event Activities: Bus trips, community resource tours, exchange visits between school, combined school activities, holiday celebrations and parties, pot luck meetings, bake sales, fund raising activities for specific projects, participation in community and neighborhood concerns (i.e., proposal for a recreation center at the King-Kennedy Estates).

Parents at the grassroots level have been encouraged to participate in a variety of activities focusing around their own interests and needs. Programs in these group meetings are generally planned by the parents themselves. Some of these subjects presented included:

- Classroom program and educational goals.
- Child growth and development.
- Child rearing.
- Nutrition-homemaking.
- Community-related concerns.

Parents have been encouraged also to get involved in the following activities:

- Formal and informal classroom visitations.
- Conferences with teachers and other staff.
- Classroom volunteers.
- Reinforcing classroom learning at home.
- Members of Planning and Advisory Committee.
- Use of skills, abilities, and leadership.
- Paid staff members, whenever possible.
- Parent sessions at each school.

Membership in the Parents' Advisory Committee (PAC) consists of four elected representatives per school, with two regular and two alternate members. The PAC is a planning and decision-making body. The Project's PAC representatives attended a total of eight PAC meetings, and have the following responsibilities:

- Participation in decisions of the PAC body.
- Knowledgeable of the activities of the PAC body.
- Responsible for sharing all the PAC information with the local school.
- Offers suggestions and recommendations as a parent representative to the Kindergarten Enrichment Project.

IV. EVALUATION

The 1971-1972 evaluation of Kindergarten Enrichment Project focuses on the degree of implementation of process objectives and the degree of attainment of product objectives. In addition, the evaluation will also look at growth in level of readiness skills over a nine-month period.

The following procedures were utilized:

- Surveys of staff impressions through questionnaire and interviews.
- Descriptive analysis of reading scores of Kindergarten Enrichment schools.
- Correlated t-test measures of test data over a nine-month period.

A. Basic Design

1. Surveys of Staff Impressions

Questionnaires were completed by teachers, teacher assistants, and supportive service personnel at the end of the year. In addition, interviews with Project administrative staff were made during the school year.

Questionnaires for teachers and teacher assistants tap opinions on the following topics: in-service sessions; differentiated instruction for children with and without preschool experiences; supportive service component; Project unique components; and recommendations and suggestions. In addition, teachers were also tapped for their impressions on the present training provided for the auxiliary personnel.

Questionnaires for supportive service staff tap their perceptions of the role of their respective service component to the total Project, the strengths and weaknesses of the programs, and their general recommendations.

2. Correlated t-Test Analysis of Test Data Obtained in October 1971 and May 1972

The correlated t-test technique was used to analyze change scores over time on the Stanford Early School Achievement Test Measures (SESAT) subtests:

- Environment - Taps child's knowledge of the immediate and social environment absorbed from his immediate surroundings.
- Mathematics - Taps child's knowledge of basic arithmetical concepts including conservation of numbers, space, and volume, counting, measurement, numeration, and classification.
- Letters and Sounds - Taps child's ability to recognize upper-and lower-case letters and the auditory perception of beginning sounds.
- Aural Comprehension - Taps child's ability to recognize, to pay attention, to organize, interpret and infer, based on what he has heard.

3. Descriptive Analysis of Performance of Title I Schools (Kindergarten Enrichment Schools) with City-Wide Mean Performance on the Metropolitan Readiness Tests

The level of functioning of Title I schools which operated under the Kindergarten Enrichment Project was compared with city-wide mean performance on the Metropolitan Readiness Tests over a five year period. Comparisons were made in terms of the per cent distribution of D-E ratings and in terms of the median scores.

B. Presentation of Findings

The following key findings were noted:

- Teachers and teacher assistants evidenced positive reactions about the Project's staff development in-service sessions.

- Teachers indicated that the impact of the in-service sessions was evident in modification of their classroom teaching behaviors in the direction of becoming more child-centered and becoming more flexible as it attempted to try out new ideas.

- Teachers readily recognize the contribution of supportive service and parent involvement to the learning experiences of children.

- Supportive service staff perceived their respective professional role as contributing to the total learning.

- The initial implementation of team meetings was considered successful, but indicated potentialities have not been realized.

- Participants evidenced significantly higher level of readiness skills over a nine-month period.

- Performance on the city-wide Metropolitan Readiness Tests of Title I (Kindergarten Enrichment) schools evidences improved level of readiness skills over a five year period.

1. Surveys of Project Staff

Reactions of teachers and teacher assistants tended to be similar, based on responses of 93 teachers and teacher assistants to questionnaires (refer to Appendix B-1 and B-2). The key points are summarized below by subject content:

Staff Development

- Both teachers and teacher assistants agreed that the major focus of the Project during the 1971-1972 school year was directed at understanding of, and utilization of learning centers through the open classroom concept. Other responses included individualized instruction, and enhancing basic readiness skills.

- Classroom behaviors of both teachers and teacher assistants were reported to be modified as a result of intensive staff development in the following directions: Better understanding of the rationale of the 'learning centers' and initial efforts at implementation and integration of 'learning centers' into the total program; integration of music into the total instructional program.

- Teachers' ratings of five workshops ranked from the highest (1) to the lowest (5) in their degree of helpfulness are as follows:

  - Music Workshop 1
  - Learning Centers 2
  - Open Classroom 3
  - Learning with Vitality 4
  - Pre-Service 5

- A special workshop conducted for new teachers was rated to be 'Moderately' to 'Extremely Helpful' by 7-8 out of every ten respondents.

- Teacher assistants' ratings of three workshops ranked from the highest (1) to the lowest (3) were as follows:

  - Learning Centers 1
  - Music Workshop 2
  - Pre-Service 3

- The compulsory attendance required for pre-service sessions elicited a variety of opinions from the teachers:

  - 33% indicated attendance should not be compulsory.

  - 19% indicated that attendance should be compulsory.

  - 14% suggested that attendance should be compulsory only for new teachers.

  - 34% were undecided.

- Both teachers and teacher assistants gave a variety of topics which should be included in in-service sessions. Teachers indicated the following topics: Use of new materials; effective use of learning centers; effective ways of teaching science; effective utilization of auxiliary help; use of music, arts, dramatics, games for instructional purposes; methods to work with slow-learners; actual classroom demonstration. Topics suggested by teacher assistants included: understanding of learning centers; reasons for the 'team approach'; working with parents; discipline; working with slow learners and children with learning disabilities.

Use of Teacher Consultants

- Both teachers and teacher assistants appeared to benefit from the services of teacher consultants as eight out of every ten participants described her to be 'Supportive' to 'Extremely Supportive.'

- The most frequent areas in which teachers would like to work with teacher consultants included the following in their order of frequency:

  Planning, organization, and setting up of learning centers.

  Classroom demonstrations by teacher consultants.

  Techniques to teach basic skills.

  Planning for general classroom organization.

  Integration of new materials with instruction.

- Teacher assistants appeared to have different ideas as they listed the following areas: Discipline, techniques of individualized instruction, learning centers, work with slow learners, and use of new materials.

Preschool Experiences

- Approximately seven out of every ten teachers indicated a need for providing differentiated instruction to children with and without preschool experiences at kindergarten. Of these respondents (N=65), eight out of every ten teachers indicated that they provided such type of instruction 'Often' to 'Most of the Time' through the structuring of classroom activities according to the individual child's needs and through the effective utilization of auxiliary personnel.

- Both teachers and teacher assistants indicated a need for more coordination between Kindergarten Enrichment and Child Development Projects: Approximately 5-6 out of every ten teachers and eight out of every ten teacher assistants. Such coordination according to the teacher assistants would allow for sharing of ideas and for exchange of information about the children.

  Teachers' reactions indicated a surprising pattern: Those who did not see a need for more coordination alluded to an existing good working relationship with their peers at the Child Development Project. Those teachers who favored greater coordination between these two Projects expressed a lack of knowledge and some curiosity about the Child Development Project.

Supportive Service Components

- Both teachers and teacher assistants recognized the important contribution of the supportive service component to the learning experiences of children.

- Approximately six out of every ten teachers indicated that team meetings which provided opportunities to meet with the supportive service staff, have been 'Moderately' to 'Extremely Helpful' in helping them acquire some understanding of some of their children.

- Teachers listed the addition of the teacher assistant per classroom as the most positive feature of the Project. Teacher assistants indicated that involvement of parents in the classroom represented the most postive Project feature.

- Parent involvement represented the most frequently listed feature as needing modification, based on responses of both teachers and teacher assistants. Teachers' recommendations to improve parent involvement included the following:

  Scheduling of more parent meetings with focuses on kindergarten classroom program.

  Application of pressure from the Project staff on parents to participate.

  Scheduling of rap sessions between teachers and parents.

Continuation of the open door policy for parent visitors.

- The other two features listed frequently by teachers included in-service training and psychological services. Suggested modifications follow below:

  "More doing than listening."

  "The in-service sessions should be the type where you 'do' rather than 'listen.' I would prefer going into an 'open classroom' that is in session and see the children at work and participate in activities instead of being 'lectured to.'"

  Sessions should be "more relevant" to needs with the following suggestions offered:

  More sharing of ideas among teachers.

  "Less generalities and more specifics."

  Smaller group meetings and more teacher participation.

  Assignment of more psychologists to the Project so they would respond to the immediate need and give immediate feedback.

  Scheduling of psychological testing be made as early as possible.

- Parent involvement in the classroom occurs in a variety of ways, based on the teachers' responses:

27%	Classroom visits
25%	Parent conferences with staff
18%	Attendance in parent group meetings
20%	Chaperones to field trips
6%	Membership in PAC boards
4%	Others

- Despite the teachers' enthusiasm over parent involvement and participation, approximately five out of every ten teachers indicated some problems in maintaining the level of parent involvement throughout the year.

Auxiliary Staff

- Teachers' reactions to the availability of the teacher assistant, the tutor, and the volunteer have been very enthusiastic. The additional personnel have been utilized effectively to assist the teachers in providing individualized instruction through small-group instruction and through individual tutoring of children.

- Teachers indicated the largest degree of satisfaction with the training and in-service development of teacher assistants, as eight out of every ten teachers indicated 'Moderate' to 'Extreme Satisfaction' relative to this year's training of teacher assistants. They were less satisfied with the training of tutors and volunteers, with five out of every ten teachers indicating comparable levels of satisfaction with their training during the 1971-1972 school year.

A survey of supportive service staff (N=45) representing psychological, social work, medical-dental and speech therapy services, revealed positive reactions about the program. The following key observations were noted:

- Majority of respondents perceived their respective role as contributing to the total learning of the child.

- The concepts of the 'learning centers' and the open classroom, were welcomed by the supportive service staff as it allowed for a more valid observation of children, as well as for easier interaction not only between children, but between children and staff.

- The implementation of 'team meetings' elicited markedly positive reactions. For initial implementation, majority commented that it was helpful in terms of focusing on a child. However, they pointed out that such meetings have not actually reached its potentialities and recommendations for improvement were given as follows:

  Schedule a better time for these meetings.

  Meetings should be lengthened.

Attendance of all involved personnel should be compulsory.

Better planning and structuring of the agenda.

- Majority of supportive service staff found the in-service sessions to be helpful, but recommended the following to strengthen this particular component:

  In-service sessions for supportive service staff be more oriented towards the respective need of the different professions.

  Restructure in-service sessions to consider staff with and without Project experience.

  Number of in-service sessions should be increased.

- Recommendations for strengthening the supportive service included those indicated for team meetings and for in-service sessions as well as for the hiring of additional staff, especially in speech therapy, dental hygiene, and in supervisory staff.

2. Assessment of Gains in Readiness Skills Over A Nine-Month Period

Participants showed significantly higher level of readiness skills at the end of the year as compared to observed level at the beginning of the school year. Significant mean score increases from October 1971 to May 1972 ($p < .01$) were evident on the four SESAT subtests (Table 1):

TABLE 1

CORRELATED t-TESTS FOR DIFFERENCES IN MEAN SCORES OBTAINED IN OCTOBER 1971 AND IN MAY 1972 (N=113)

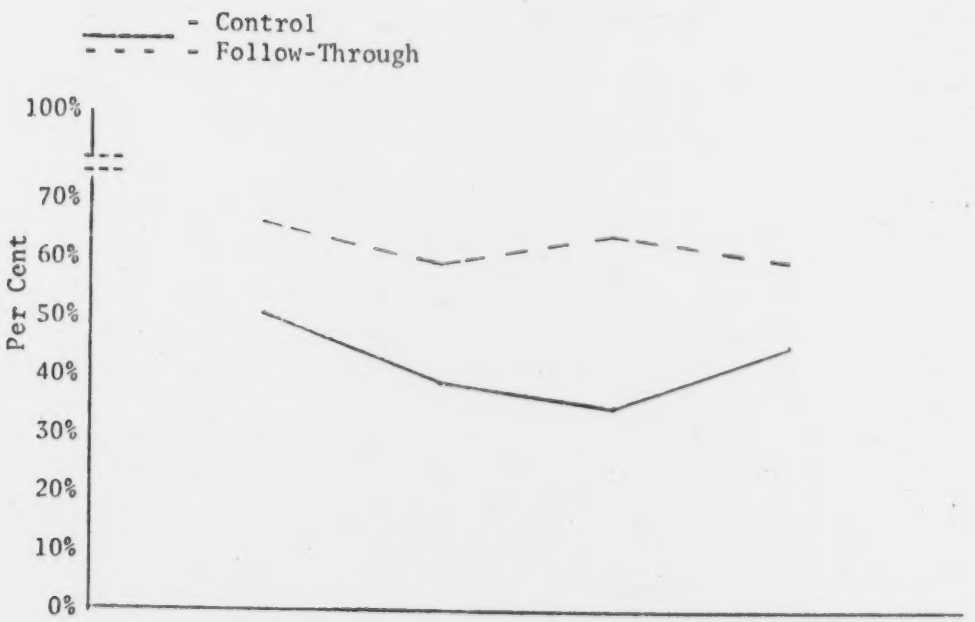
SESAT Subtest	October 1971	May 1972	z
Environment	21.29	28.14	11.51*
Mathematics	10.84	16.65	13.67*
Letters and Sounds	9.70	18.02	18.95*
Aural Comprehension	12.60	16.88	10.14*

* $p < .01$

Growth in readiness skills as graphically presented by Figure 1 appeared to be most evident in recognition of letters and auditory perception of beginning sounds (Letters and Sounds), reportedly the best predictors of success in learning to read. Figure 1 presents the level of performance at entry and at the end of kindergarten experience in mean per cent accuracy on the Stanford Early School Achievement Test (SESAT).

FIGURE 1

MEAN PER CENT ACCURACY BY SUBTEST
IN OCTOBER 1971 AND MAY 1972



	Environment	Mathematics	Letters and Sounds	Aural Comprehension
October 1971	51%	39%	35%	45%
May 1972	67%	59%	64%	60%

Figure 1 indicates the following findings:

- At entry, variability in skills as measured by the four subtests was evident, with knowledge of his immediate environment as most developed, and skills calling for letter identification and perception of beginning sounds, as least developed.

- At the end of Project participation, variability in skills was less evident.

- Growth was most evident in letter identification and perception of beginning sounds and least evident in knowledge of his immediate environment and skills involving attention, interpretation, and comprehension.

3. Performance of Title I Schools on City-Wide Metropolitan Readiness Tests

The level of performance of kindergarten classes in Title I schools (N=64) on the city-wide Metropolitan Readiness Tests showed improvement as an increasing number of Title I schools operated under the Kindergarten Enrichment Project:

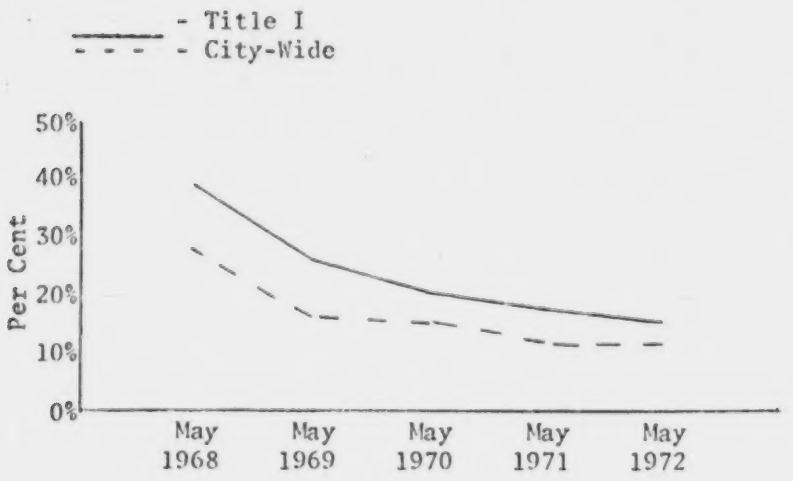
- Per cent of D-E ratings decreased from 39% in May 1968 to 15% in May 1972.

- Median scores rose from 50.1 in May 1968 to 62.3 in May 1972.

Figure 2 presents pictorially the decreasing differences in D-E ratings between Title I and city-wide mean total scores, based on performance on the Metropolitan Readiness Tests over a five-year period. For example, in May 1968 when only a third of the 64 Title I schools were under the Kindergarten Enrichment Project, 39% of these children reported scores which fell within the D-E ratings (Low Normal to Low Readiness Status), as compared to 28% with comparable ratings in the city-wide population. Five years later, only 15% of Title I children reported scores which fell at the D-E ratings as compared to 12% with comparable ratings in the city-wide population.

FIGURE 2

PER CENT DISTRIBUTION OF D-E RATINGS
OVER A FIVE YEAR PERIOD



	May 1968	May 1969	May 1970	May 1971	May 1972
Title I	39	26	21	18	15
City-Wide	28	17	15	13	12

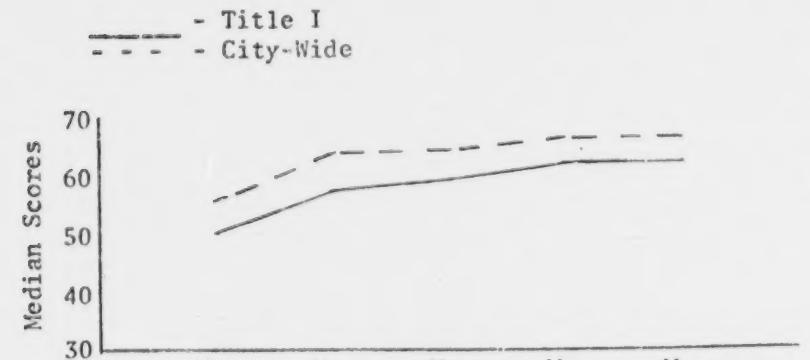
Figure 2 indicated the following findings:

- Per cent distribution of D-E ratings decreased over a five-year period for the two groups.
- Differences in distribution of D-E ratings between Title I and city-wide scores decreased over time, from 11% in May 1968 to 3% in May 1972.
- Between May 1968 and May 1972, distribution of D-E ratings in Title I children's median scores decreased by 24% as compared to the observed decrease of 16% in the city-wide median scores.

Figure 3 also illustrates pictorially the decreasing differences between the Title I and city-wide median scores over a five year period.

FIGURE 3

MEDIAN SCORES OVER A FIVE-YEAR PERIOD



	May 1968	May 1969	May 1970	May 1971	May 1972
Title I	50.1	58.3	59.3	61.4	62.3
City-Wide	55.8	64.0	64.6	66.2	65.7

- Decreasing differences between Title I and city-wide median scores were noted, from 5.70 in May 1968 to 3.4 in May 1972.
- Title I median scores showed an increase of 12.2 points between May 1968 to May 1972, as compared to observed increases of 9.9 points for city-wide scores for comparable periods.

APPENDICES

A-1

ORIGINAL KINDERGARTEN ENRICHMENT SCHOOLS
AS OF SEPTEMBER 1966* (N=20),
1966-1967, 1967-1968,
1968-1969, 1969-1970,
1970-1971

Bolton	John W. Raper
Chesterfield	Joseph F. Landis
Columbia	Margaret A. Ireland
Daniel E. Morgan	Mary B. Martin
Dike	Oliver W. Holmes
Dunham	Quincy
Hazeldell	Rosedale
Hough	Tremont
Iowa-Maple	Wade Park
John Burroughs	Washington Irving

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* Concentrated Title I funding was granted to these schools, although 41 other schools got some assistance with instruction and instructional supplies. Project operation was limited to these 20 schools during the 1967-1968 school year.

A-2

ADDITIONAL KINDERGARTEN ENRICHMENT SCHOOLS
AS OF SEPTEMBER 1968 (N=11),*
1968-1969, 1969-1970,
1970-1971

Alfred A. Benesch

Anton Grdina

Charles Orr

Charles W. Chesnutt

Crispus Attucks

George W. Carver

John D. Rockefeller

Marion

Rutherford B. Hayes

Sterling

Wooldridge

---

* Selection of schools to participate in the Kindergarten Enrichment Project was based on poverty index.

A-3

ADDITIONAL KINDERGARTEN ENRICHMENT SCHOOLS
AS OF SEPTEMBER 1969 (N=11),*
1969-1970, 1970-1971

Charles H. Lake	Mount Pleasant
Doan	Parkwood
East Madison	Stanard
Forest Hill Parkway	Stephen E. Howe
Hicks	Woodland
Louis Pasteur	

* Selection of these schools for participation in the Kindergarten Enrichment Project was based on poverty index.

A-4

ADDITIONAL KINDERGARTEN ENRICHMENT SCHOOLS
AS OF FEBRUARY 1970 (N=17),*
FEBRUARY 1970-JUNE 1970,
1970-1971

Anthony Wayne

Boulevard

Captain A. Roth

Case

Charles Dickens

Giddings

Hodge

Kentucky

Longwood

Miles Standish

Mill

Mount Auburn

Observation

Paul L. Dunbar

Scranton

Sowinski

William H. McGuffey

* Selection of these schools for participation in the Kindergarten Enrichment Project was based on poverty index.

1970-1971 KINDERGARTEN ENRICHMENT SCHOOLS

Anthony Wayne
Anton Grdina
Bolton
Boulevard
Buhrer
Captain A. Roth
Charles H. Lake
Charles Orr
Charles W. Chesnutt
Chesterfield
Columbia
Crispus Attucks
Daniel E. Morgan
Dike
Doan
Dunham
East Madison
Forest Hill Parkway
George W. Carver
Giddings
Gordon
Hazeldell
Hicks
Hodge
Hough
Iowa-Maple
John Burroughs
John D. Rockefeller
John W. Raper
Joseph F. Landis
Kentucky
Lafayette
Longwood
Louis Pasteur
Margaret A. Ireland
Marion
Mary B. Martin
Miles Standish
Mount Pleasant
Murray Hill
Observation
Oliver W. Holmes
Parkwood
Paul L. Dunbar
Quincy
Rosedale
Scranton
Sowinski
Stanard
Stephen E. Howe
Sterling
Tremont
Wade Park
Walton
Waring
Washington Irving
William H. McGuffey
Woodland
Woodland Hills

1971-1972 KINDERGARTEN ENRICHMENT SCHOOLS

Anthony Wayne
Anton Grdina
Bolton
Boulevard
Buhrer
Captain A. Roth
Charles W. Chesnutt
Charles Dickens
Charles H. Lake
Charles Orr
Chesterfield
Columbia
Crispus Attucks
Daniel E. Morgan
Dike
Doan
Dunham
East Clark
East Madison
Forest Hill Parkway
George W. Carver
Giddings
Gordon
Hazeldell
Henry W. Longfellow
Hicks
Hodge
Hough
Iowa-Maple
John Burroughs
John D. Rockefeller
John W. Raper
Joseph F. Landis
Kentucky
Lafayette
Longwood
Louis Pasteur
Margaret A. Ireland
Marion
Mary B. Martin
Miles Standish
Mount Pleasant
Murray Hill
Oliver Wendell Holmes
Parkwood
Paul L. Dunbar
Quincy
Robert Fulton
Rosedale
Scranton-Mill
Sowinski
Stanard
Stephen E. Howe
Sterling
Tod
Tremont
Wade Park
Walton
Waring
Washington Irving
Waverly
William H. McGuffey
Woodland Hills
Woodland-Observation

APPENDIX B-1

SUMMARY OF KINDERGARTEN ENRICHMENT TEACHERS' QUESTIONNAIRE RESPONSES (N=93)
1971-1972

1. What do you perceive as the major single focus of the Kindergarten Enrichment Project during the 1971-1972 school year?

The focus of the Kindergarten Enrichment Project, according to teachers, is as follows:

- Utilization and implementation of learning centers in the classroom. 44%
- Techniques of "individualized instruction." 14%
- Teaching of basic readiness and social skills. 14%
- Open classroom concept. 10%
- Developing the child to his potential. 5%
- Others. 5%
  - Use of new materials.
  - Parent involvement.
- No response. 8%

Approximately four out of every ten respondents perceived the implementation and utilization of learning centers as the focus of the 1971-1972 Kindergarten Enrichment Project.

2a. Did you see a need for differentiated instruction for children with and without preschool experiences?

71% Yes 26% No 3% No Response

Approximately seven out of every ten teacher respondents indicated that a need for differentiated instruction for children with and without preschool experience exists.

2b. If yes, to what degree did you provide such differentiated instruction to children with and without preschool experiences?

34% Most of the time.
47% Often.
7% Don't Know.
8% Occasionally.
4% Seldom.

Of these 66 respondents who saw a need for such differentiated type of instruction, eight out of every ten respondents indicated that they have provided such type of instruction from "Often" to "Most of the time."

3. Indicate one technique you have utilized with differentiated instructional needs of children with and without preschool experiences.

The following techniques are listed:

- Structuring of classroom activities so they will be more responsive to children's needs. 31%
  - Use of learning centers.
  - Materials are arranged in such a way they'd be accessible to children.
  - Provide manipulable and concrete materials to those without preschool experiences.
  - Assignment of children with higher level of readiness skills to a more "advanced readiness program."
- Utilization of auxiliary personnel in small-group instruction, tutorial one-to-one basis. 30%
  - Small groupings based on needs of children.
- Others. 13%
  - Separate classroom assignment of children with and without preschool experiences.
  - More involvement of parents of these children without preschool experiences, are carried out.
- No Response. 26%

Respondents indicated that the techniques frequently utilized were as follows:

- Structuring of classroom activities according to children's needs.
- Utilization of auxiliary personnel.

Three of the respondents pointed out, however, that differences between children with and without preschool experiences were only evident at the beginning of the school year. Differences disappeared between these two groups towards the end of the school year.

4. Do you see a need for more coordination between Child Development and Kindergarten Enrichment Projects?

55% Yes 32% No 4% Don't Know 9% No Response

Five out of every ten teachers indicated a need for more coordination between Child Development and Kindergarten Enrichment Projects. Generally, those teachers who don't see a need for the coordination of these two Projects (three out of every ten respondents) reported good working relationships with the Child Development teachers as evidenced from the following sample comments:

"I thought that these two areas worked out well together."

"Well coordinated at present time."

"Our Child Development teachers and I get along great and often consult each other. So in our case we shall continue a close relationship."

"The coordination we have between these two projects seems to be developing very well."

Those who favored greater coordination between these two Projects expressed some curiosity about the Child Development Project as evidenced by the following sample comments:

"Preschool should introduce - kindergarten should teach! Materials should be sequential."

"I think that the Child Development Program is too informal, and that the teachers are too permissive with the children."

"We should have more meetings together."

"This is necessary so there will be no over-lapping of teaching."

"Both teachers should get together at beginning of year and discuss ideas."

"I feel both instructors should observe teaching of one another and also get to really know how much and to what depths different standards and basic facts are taught."

"I would like to know what the Child Development program objectives are so that Kindergarten Enrichment would be a carry over."

"The pre-school teacher usually, does not consult or ask the kindergarten about various activities concerning either class."

"So the programs may flow into one another more easily."

5. To what degree were coordinated supportive services component (psychological-social work-medical-dental-parent involvement efforts) helpful to you as a kindergarten teacher?

32% Extremely Helpful.
43% Helpful.
9% Can't Tell.
.3% Not Helpful at All.
13% No Response.

Approximately eight out of every ten respondents indicated that coordinated supportive service component has been helpful to their role as a kindergarten teacher.

6. Please check below the nature of parent involvement activities in your classroom (you may check more than one).

27% Classroom visits.
25% Parent conferences.
18% Parent group meetings.
20% Chaperones to field trips.
6% Parent advisory boards.
4% Other.

Parents' classroom visits and parents' conferences represented the more frequent type of parent involvement activities in the classroom.

7. Were you able to maintain the same level of parent involvement for the whole school year?

48% Yes 45% No 7% No Response

Approximately five out of every ten respondents indicated that they had not been able to maintain the same level of parent involvement throughout the year.

8. Indicate by a checkmark (√) which is the most positive feature of the Kindergarten Enrichment Project:

46% Teacher assistant per classroom.
9% Parent involvement.
20% Additional instructional supplies.
9% In-service sessions.
6% Availability of psychological services.
6% Availability of social work services.
4% Availability of medical-dental services.

Approximately five out of every ten teachers agreed that the best feature of the Kindergarten Enrichment Project was the addition of a teacher assistant per classroom. There appeared to be less agreement among the teachers on the other Project components.

9. Indicate by a checkmark (√) the one feature which needs further modification:

7%	Teacher assistant per classroom.
24%	Parent involvement.
11%	Additional instructional supplies.
19%	In-service sessions.
19%	Availability of psychological services.
8%	Availability of social work services.
12%	Availability of medical-dental services.

Teachers appeared to be different in their opinions as to which features need to be modified. The three features listed most frequently to be needing modifications were as follows:

- Parent involvement.
- In-service training.
- Availability of psychological services.

10. How would you modify that feature?

Suggestions for modification were as follows:

Parent Involvement

More parent meetings should be organized to help them become more effective classroom helpers and to give them some idea what kindergarten covers.

Techniques to encourage "disinterested" parents to come to school such as:

- Pressure from the Project staff.
- Rap sessions between teachers and parents.
- Open door policy.

In-Service Training

"More doing than listening."

"The inservice sessions should be the type where you 'do' rather than 'listen.' I would prefer going into an 'open classroom' that is in session and see the children at work and participate in activities instead of being 'lectured to.'"

Sessions should be "more relevant" to needs with the following suggestions offered:

- More sharing of ideas among teachers.
- "Less generalities and more specifics."
- Smaller group meetings and more teacher participation.

Availability of Psychological Services

Assignment of more psychologists to the Project so they would respond to the immediate need and give immediate feedback.

Scheduling of psychological testing be made as early as possible.

Instructional Supplies

Participation of teachers in the selection of instructional supplies.

Availability of Social Work Services

Assignment of more social workers to the Project.

Clarification of social worker's role.

Availability of Medical-Dental Services

Provisions should be made for making their services consistent and regular.

Availability of Teacher Assistants

More in-service sessions.

11. Do you feel your general teaching style has been modified this year?

86% Yes 10% No 4% No Response

				No Response
20%	More direct or	23%	less direct	57%
8%	More verbal or	43%	less verbal	49%
4%	More teacher-centered or	49%	less teacher-centered	47%
76%	More child-centered or	2%	less child-centered	22%

Approximately nine out of every ten respondents indicated that their teaching style has been modified this year in the direction of being more child-centered.

12. Please indicate the degree to which the Teacher Consultant had been supportive to you as a kindergarten teacher.

28% Extremely supportive.
49% Supportive.
12% Can't tell.
4% Not supportive.
7% No response.

Approximately eight out of every ten respondents indicated that the Teacher Consultant had been supportive to their role as a kindergarten teacher.

13. Please indicate the areas in which you would like to work with a Teacher Consultant in the future.

The areas listed by the teachers were as follows:

- Planning, organization, and setting up of Learning Centers. 22%
- Classroom demonstrations by teacher consultants. 13%
  - Implementation of open classroom.
  - Newer techniques - creative ways of working with children.
- Techniques to teach specific skills. 9%
  - Readiness skills.
  - Math, science.
  - Sullivan materials.
  - Art, music.
- Lesson planning for general classroom organization. 7%
  - For a year.
  - For a day.
  - Grouping techniques on the basis of need.
- Integration of new materials, equipment with instruction. 6%
- "Suggestions....in anything...." if she could make more frequent visits. 5%
  - Share ideas.
- Other. 4%
  - Classroom management.
  - Behavior modification.
  - Work with parents.
  - Recording progress over time.

. None. 7%

. "....will call her if I need help...."

. "Of great benefit to the inexperienced teachers.... I have enough experience....will call...."

. No Response. 27%

The five most frequent areas in the order listed by teachers were as follows:

. Planning, organization, and setting up of learning centers.
. Classroom demonstrations by teacher consultants.
. Techniques to teach basic skills.
. Planning for general classroom organization.
. Integration of new materials with instruction.

14. Please rate on a four-point scale the degree to which the following in-service sessions have been Helpful to you as a kindergarten teacher.

	Extremely Helpful	Moderately Helpful	Helpful	Not Helpful	No Response
Pre-Service	10%	13%	33%	12%	32%
Learning with vitality (Dr. Kelly)	12%	16%	41%	16%	15%
Music workshop (Dr. Jenkins)	65%	20%	10%	5%	--
Open classroom (Dr. Gladstone)	22%	28%	25%	16%	9%
Learning centers	38%	29%	14%	2%	17%
Special workshop for teachers (Baker)[1]	43%	32%	21%	4%	--

Based on teachers' responses, the workshops ranked in the order to which they have been found helpful, are as follows:

. Music workshop.
. Learning centers.
. Open classroom.
. Pre-service and learning with vitality.

Of the special workshop for new teachers, approximately eight out of every ten respondents rated it to be "Moderately" to "Extremely Helpful."

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[1] To be completed by new teachers only.

15. List, if any, two specific teaching behaviors (your own) which were modified as a result of the in-service sessions.

Teachers listed the following teaching behaviors:

- Understanding, planning, and integration of learning centers. 18%
- How to use songs, rhythms as Jenkins did. 14%
  - "More relaxed in use of songs in my classes."
- Recognition of child's individual needs. 13%
  - Observation of child in classroom, his progress, etc.
  - Greater understanding of child behavior.
  - More child-centered and less-verbal.
- Use of small groups. 10%
- More responsibility (to explore, to decide) given to the child in the tradition of Gladstone. 9%
- Creative ways of using new materials. 3%
- Other. 5%
  - Teaching of science in kindergarten.
  - Better utilization of space.
  - Understanding of open classrooms.
  - Attitudinal change among teachers.
- No response. 28%

The three teaching behaviors which were modified in the rank order listed by respondents included:

- Understanding, planning, and integration of learning centers.
- Use of songs and rhythms.
- Recognition of child's individual needs.

16. How were they modified?

Responses to item number 16 were similar to item number 15.

17. How do you feel about compulsory attendence at Pre-Service?

Teachers' opinions about compulsory attendance at Pre-Service sessions are summarized below:

- Not necessary for a variety of reasons (vacation, other responsibilities. 33%
- It is necessary. 19%

- Should be mandatory for new teachers, but optimal for older teachers. 14%
- Others. 11%
  - "Depends on nature of meeting."
- No response. 23%

Approximately three out of every ten respondents indicated it need not be made mandatory, while two out of every ten indicated it should be made mandatory.

18. List one specific area which should be included in future in-service workshops.

The following areas were suggested as being worthy of in-service workshops:

- Use of new materials. 20%
- Effective utilization of learning centers. 9%
- Effective ways of teaching science. 8%
- Effective utilization of auxiliary help. 6%
- Use of music, arts, dramatics, games for instructional purposes. 5%
- Methods to work with slow-learners. 5%
- Actual classroom demonstration. 3%
- Teaching of readiness skills. 3%
- Others. 6%
- No response. 35%

Respondents were varied in their opinions as to areas which should be included in future in-service sessions.

19. How are you using your auxiliary help?

Tutor

- Assist with small-group instruction. 52%
- Tutors children on a one-to-one basis. 18%
- As a model of male figure. 3%
- Helps with any teacher-assigned tasks. 10%
- No response. 17%

Teacher Assistant

- Assists with small-group instruction. 63%
- Assists teachers with clerical tasks. 14%
- Helps with any teacher-assigned tasks. 12%
- Tutors children on a one-to-one basis. 2%
- No response. 9%

Volunteer

- Assists with small-group instruction. 36%
- Assists children on a one-to-one basis. 17%
- Assists with any teacher-assigned tasks. 8%
- No response. (18 of the 19 teachers indicated they have no volunteers). 39%

20. Please indicate the degree of your satisfaction in regard to the training of the following:

Degree	Teacher Assistant	Tutor	Volunteer
Extremely Satisfied	61%	33%	28%
Moderately Satisfied	18%	19%	26%
Satisfied	14%	22%	34%
Not Satisfied	7%	26%	12%

21. To what degree have the team meetings been of help to you as a kindergarten teacher?

32% Extremely Helpful
29% Moderately Helpful
24% Helpful
15% Not Helpful

Approximately six out of every ten respondents indicated that the team meetings were "Moderately" to "Extremely Helpful" to them as kindergarten teachers.

APPENDIX B-2

SUMMARY OF TEACHER ASSISTANTS' QUESTIONNAIRE RESPONSES (N=92)
1971-1972

1. What do you perceive as the major single focus of the Kindergarten Enrichment Project during the 1971-1972 school year?

   The focus of the Kindergarten Enrichment Project as perceived by the majority of the teacher assistants were as follows:

   - Implementation of learning centers.
   - Enhancing readiness and math skills.
   - Individualized instruction.
   - Parent involvement.

2. Did you see a need for differentiated instruction for children with and without preschool experiences?

   86% Yes 14% No

   Eight out of every ten respondents indicated a need to implement differentiated instruction for children with and without preschool experiences.

3. Did you help provide such differentiated instruction to children with and without preschool experiences?

   84% Yes 16% No

   Eight out of every ten respondents indicated that such differentiated instruction is being provided now.

4. Indicate one technique you have utilized with differentiated instructional needs of children with and without preschool experiences.

   Majority of teacher assistant respondents indicated that small-group instruction was the one technique employed to attain individualized instruction.

5. Do you see a need for more coordination between Child Development and Kindergarten Enrichment Projects?

   84% Yes 16% No

   Eight out of every ten respondents saw a need for more coordination between Child Development and Kindergarten Enrichment Projects. This coordination was indicated as being necessary to allow for:

   - Sharing of ideas.
   - Exchange of information about children.

6. To what degree were coordinated supportive services component (psychological-social work-medical-dental-parent involvement efforts) helpful to you as a teacher assistant?

32% Extremely Helpful
56% Helpful
8% Can't Tell
4% Not Helpful at All

Approximately nine out of every ten respondents saw the supportive service component as being helpful to their role as a teacher assistant.

7. Did you help the kindergarten teacher work with parents?

68% Yes 32% No

Seven out of every ten respondents indicated that they have assisted the teachers in working with parents in the following different capacities:

. Interpretation of programs.
. Assisting parent volunteers in the classroom.
. Helping parents work with materials.

8. Indicate by a checkmark (/) which is the <u>most positive</u> feature of the Kindergarten Enrichment Project:

41% Parent involvement.
30% Additional instructional supplies.
13% In-service sessions.
5% Availability of psychological services.
10% Availability of social work services.
1% Availability of medical-dental services.

The positive features of the Kindergarten Enrichment Project listed most frequently by teacher assistants were:

. Parent involvement.
. Additional instructional supplies.

9. Indicate by a checkmark (/) the <u>one</u> feature which needs further modification:

55% Parent involvement.
7% Additional instructional supplies.
23% In-service sessions.
6% Availability of psychological services.
7% Availability of social work services.
2% Availability of medical-dental services.

The one feature listed frequently by teacher assistants as needing modification was:

. Parent involvement.

10. How would you modify that feature?

Suggestions offerred by teacher assistants varied according to the feature which they considered to be in need of some modification. Some of their suggestions are indicated below:

- In-service sessions need to be more practical.
- Work with parents must be initiated as early as possible.
- Testing and identification of problem children should be made as early as possible.

11. Please indicate the degree to which the Teacher Consultant had been supportive to you as a teacher assistant?

34% Extremely supportive.
47% Supportive.
14% Can't tell.
5% Not supportive.

Approximately eight out of every ten respondents indicated that the Teacher Consultant had been "supportive" to them in their role as a teacher assistant.

12. Please indicate the areas in which you would like to work with a Teacher Consultant in the future.

The following areas were listed:

- Discipline.
- Techniques and games for individualizing instruction.
- Use of learning centers.
- Use of new materials.
- Helping slow learners.

13. Please rate on a four-point scale the degree to which the following in-service sessions have been Helpful to you as a teacher assistant.

	Extremely Helpful	Moderately Helpful	Helpful	Not Helpful
Pre-Service workshops	56%	26%	18%	--
Music workshops (Dr. Jenkins)	69%	14%	15%	2%
Learning centers (Watterson-Lake)	73%	20%	7%	--

All workshops were rated to be 'Extremely' to 'Moderately' Helpful by teacher assistant with the Workshop on Learning Centers (Watterson-Lake) to be the most helpful.

14. List if any, one specific teaching behavior which was modified as a result of the in-service sessions.

Majority of respondents indicated the following specific teaching behaviors which were modified:

- Better understanding of learning centers for individualizing instruction.
- Use of music for instructional purposes.

15. How was it modified?

Teacher assistants indicated that teaching technique involved more utilization of small-group instruction.

16. List one specific area which should be included in future in-service workshops.

The following areas were listed as worthy of inclusion in future in-service workshops:

- Understanding of learning centers.
- Reasons for the "team approach."
- Working with parents.
- Discipline.
- Working with slow learners and children with learning disabilities.

APPENDIX B-3

SUMMARY OF QUESTIONNAIRE RESPONSES OF KINDERGARTEN ENRICHMENT SUPPORTIVE STAFF, 1971-1972 (N=45)

1. What do you perceive as the major focus of the Kindergarten Enrichment Project during the 1971-1972 school year?

   Majority of respondents indicated that emphasis on 'learning centers' and the open classroom concept represented the major focus of the 1971-1972 Project.

2. Did changes of the curriculum affect the general functions of the supportive services?

   64% Yes 29% No 7% No Response

   Approximately six out of every ten respondents indicated that the curriculum change did have some effects on the functioning of the supportive services.

   If so, how:

   The change as described by the 64% respondents was generally positive: Small grouping makes it easier for the staff to observe children as they really are, so that observations are generally more valid. The flexibility of the total atmosphere lends for easier interaction not only among children, but between children and staff.

   Some confusion and the attendant feelings of insecurities to become less evident as teachers and their assistants began to understand the rationale behind the 'open classroom' and the 'learning centers' concept.

3. What do you perceive as the program goals of supportive service?

   All the respondents describe the role of their respective profession as providing complementary services to the total learning experiences of the child.

   Have these been met?

   Almost all the respondents indicated that the goals are being met.

4. How do you perceive your role in the program?

Respondents described their role relative to their respective professional identification. The psychologists described their role as "evaluation and planning....team member....a teacher consultant." The social workers and community aides described their function as involving parents and community with schools, helping in the child's social adjustment. The medical-dental staff, described their role relative to health services. All the staff described their roles as contributing something unique to enhance the child's learning experiences in kindergarten.

5. How did the other staff perceive your role?

Majority of respondents evidenced that the teachers and the other supportive service staff perceived their respective role in the same manner as they did.

6. Have team meetings been supportive to teachers?

76% Yes 24% No

Approximately 7-8 out of every ten respondents indicated that the teams have been supportive to teachers. Respondents who had positive reactions about these team meetings indicated, however, that the potentials of these team meetings had not actually been realized, and suggested several ways of improving the team meetings:

- "....absence of structured agendas and incomplete 'feedback' hampered the contributions made by teams. The excellent potentialities never materialized in many team situations...." (By a psychologist).

- "....planning, coordinating and input of each team is inadequate....time allowed does not foster services working together...." (By a social worker).

- "....teams this year: psychologist-superior; nurse-total failure in two schools, cooperative in two other schools; dental hygienist-very minor role...." (By a social worker).

- "....in some schools teams are supportive to a greater extent than in others....some schools don't seem to achieve any effective results...." (By a dental hygienist).

- "....teams were non-existent or poorly functioning for the most part in my schools. Therefore, I made my own inquiries of the individual teachers and/or social workers about children that were of special concern to me. It worked out well since I got the information I needed, when I needed it, and much more quickly and efficiently than going to many meetings. However, good team meetings are interesting." (By a dental hygienist)

7. Has administrative staff been helpful in your role? How could they be more helpful?

Almost all respondents indicated that the administrative staff has been helpful. However, they made a variety of suggestions for making the administrative staff to be more helpful:

- Scheduling of more in-service sessions, especially for social workers.
- Time needed to set down and discuss problems encountered on the job. (Social worker).
- More participation on the part of administrative staff in team meetings.
- Early planning and allowing for early involvement of staff with classes.
- Be more supportive, considerate, and understanding of traveling staff.
- Allow room for creativity and individuality.

A social worker made two concrete suggestions: "Need for more supervisory staff...." for more direct contact with large social agencies and staff, and in the provision of aides necessary for dealing with learning disability problems.

A psychologist commented: "Very helpful and supportive with one exception. The concern for 'labeling' or 'branding' children sometimes constricts people in the performance of duties. The professionals in the program are more enlightened than that...."

8. What are the major strengths of the Project?

Respondents were almost unanimous in indicating the following as representing the major strengths:

- Comprehensive supportive services and the ability of the supportive service staff to work with one another.
- Team approach to enhance learning.
- Parent involvement.
- Implementation of new ideas, e.g. learning centers, open classroom.
- Leadership.

9. What are the major weaknesses of the Project?

Respondents were varied in their responses as to what constituted the major weaknesses. The more frequent weaknesses listed included the following:

- Time for team meetings poorly chosen and too limited.
- Limited staff for speech therapy, for supervisory personnel.
- Release time for teachers is not enough.
- More in-service for supportive service personnel.
- Continued use of Metropolitan Readiness Tests inconsistent with open classroom approach.
- Better structuring of team meetings.

10. Have in-service sessions been helpful?

67% Yes 13% No 20% No Response

Approximately six to seven out of every ten respondents indicated that the in-service sessions have been helpful. However, majority of these 67% respondents, indicated that it was not really adequate for their own needs. Recommendations for in-service sessions varied from increasing the number of in-service sessions for social worker (indicated by social worker and their aides) to providing more background on the philosophy-rationale of the open classroom concept:

- In-service sessions for supportive service staff should be oriented towards their needs: "For supportive staff and teachers' roles and expectations of working together; on learning disabilities-screening treatment; and for supportive staff-working with paraprofessional, community, and parents...." (A social worker).
- "When meetings are called they should be directed and given for the people involved-not everyone indiscriminately. I feel time is wasted in a meeting that has no bearing on my job-especially when it lasts 3 1/2 hours in a smoke filled, hot room without even a 5 minute break. When everyone breaks up into groups and takes notes-the notes should be handed into whoever is running the program to analyze rather than have everyone sit for another 45 minutes and listen to it all again." (By a dental hygienist).

A comment on organizing in-service sessions was made by a psychologist:

- "Adequate, but with better organization, could be more meaningful. With the addition of new personnel each year, a team of representatives from each discipline could explain roles and functions more efficiently. At times, teachers seem to be in doubt about procedures and what the various professional can or can't do." (By a psychologist).

11. List the recommendations for program improvement.

The following recommendations listed in the order of frequency given were as follows:

- Better time should be scheduled for team meetings.
- Time for such team meetings should be lengthened.
- Attendance at such team meetings be compulsory.
- Planning for earlier involvement of supportive service staff with classroom is needed.
- More in-service sessions adapted to the need of the different supportive services.
- Communication with parents should be strengthened.
- The improving working relationships among the different professionals, could develop more professional attitudes.
- "Building on an on-going in-service and curriculum segment on 'human relations' - race, group, religion, nationality, etc. - to help counteract the hate." (By a social worker).
- Follow-up of children after deficits had been diagnosed.
- Increase supportive service staff in speech therapy, dental staff, supervisory personnel.